

Contemporary Life: Vacation Time

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WHERE ARE WE GOING? Mapping Style Guide

Standards

Goals/Enduring Understanding

Travel allows us to get to know another time and place while learning more about our selves.

Learners will be able to:

- give reasons for their travel preferences - weather, activities, learning experiences, helping others, etc.
- describe past vacations sharing simple details (when, where, why, with whom, what they did, how it was)
- discuss plans for future vacations (when, where, why, with whom, what are they going to do)
- compare their vacation activities and schedules to those of others in different cultures
- make, accept and refuse suggestions based on what they and others want or like to do
- name and locate popular vacation destinations in target cultures; comment on a "must see or do", a "must eat" regional food, etc.
- explain why Atlanta is or is not an ideal vacation destination
- purchase a souvenir; asking for and/or negotiating price
- determine where someone is going based on a packing list

Essential Questions

What is an ideal vacation?

Key Content

Supporting Structures/Patterns

- to want, to need
- You should (polite conditional)
- prepositions
- past, present, future time frames
- high frequency verbs related to travel
- imperfect with weather, when I was (5)
- interrogatives - how much

Priority Vocabulary

- high frequency verbs related to travel/vacation
- clothing, travel needs
- cost, currency
- weather expressions
- destinations - mountains, rivers, beaches
- directional phrases - N, S, E, W, close to
- reasons for taking vacation
- positive/negative reactions to vacations
- suggestions--you should, try to...
- accepting/refusing suggestions--great idea, no thanks, sounds good

Targets & Skills

Bloom's Taxonomy

Supporting Language Functions

- talk about where I and others want to go and ask for and give reasons.
- share details on future vacations - where, with whom, when, etc.
- share details on past vacations - where, with whom, when, etc.
- state how I felt about a vacation and react to what others say about their vacations.
- make, accept and refuse suggestions for a day of vacation/staycation.
- talk about what I and others need to pack for the trip.
- share vacation information about a specific location - celebration, tourist attraction, popular food, etc.

Intercultural Competence

- compare how people spend vacation time in other cultures
- purchase a souvenir

HOW WILL WE KNOW THEY GOT THERE?

Assessments

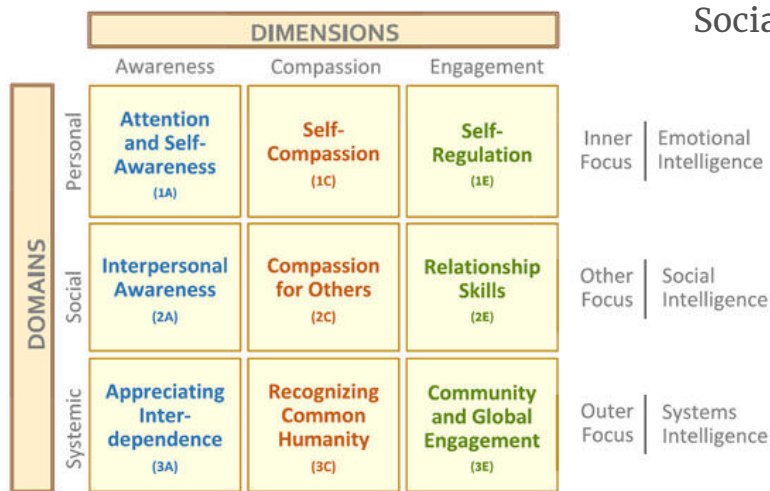
HOW WILL WE GET THERE?

Learning Activities

Sustainability

Digital Literacy

Global Education



Resources

Notes/Reflections

Interpretive

- Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.)
- Read an infographic that shares information on why people travel in different cultures.
- Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas.

On-Demand: Email a friend about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on the weather, what you're packing and activities that you are going to do so that you can experience as much of the target culture as possible.

Project:Continue the digital global identity presentation. Add slides to the presentation to reflect your person's vacation preferences. Explain a trip saying what you did on a particular vacation. Create a presentation that is designed to cause others to want to visit. Share specific details as appropriate:

- when you went and what you did
- include other details - what you ate, who went with you
- comment on how the vacation was

Interpersonal Mode

You are planning your vacation with some friends. You have narrowed it down to three destination choices where the target language is spoken. Compare and contrast your destination options and ask and answer questions to finalize your destination choice. Be sure to comment on cultural aspects of your preferred destination.

